DOCUMENT RESUME

ED 156 980 CG 012 674

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TITLE Parents and Schools: An Annotated Bibliography.
INSTITUTION City Univ. of New York, N.Y. Center for Advanced Study in Education.
REPORT NO CASE-32-77
PUB DATE Sep 77
NOTE 29p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; Educational Development; *Educational Planning; Educational Responsibility; Family School Relationship; *Legal Responsibility; *Parent Conferences; *Parent Participation; Parent Responsibility; *Parent School Relationship; Parent Student Conferences; Parent Teacher Cooperation

ABSTRACT

This annotated bibliography on parents and schools is divided into sections on parents' opinions and knowledge of schools, communication between parent and school, parent involvement in education, community involvement in school decision-making and planning, and legal issues. (JL)

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PARENTS AND SCHOOLS: An Annotated Bibliography

Prepared by: Meryl A. Greenwald

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September, 1977
CASE No. 32-77

CG012674

I. PARENTS' OPINIONS AND KNOWLEDGE OF SCHOOLS

Acland, H. Parents Love Schools? Interchange, 1975, 6, 1-10.

Polls show parents overwhelmingly approve of the job done by public schools. This author asks, "Are parents satisfied consumers?" or, "Are parents satisfied because they cannot choose?" His analyses find no relationship between a child's academic performance and his parents' satisfaction. This, the article says, implies that parents do not judge education as consumers; parents merely endorse schools so long as the schools manage their business without blatant violations of basic rights (as, for example, in busing issues).

Bridge, R. G. Parental Decision Making in an Education Voucher System, 1974, p. 32. (ERIC Document Reproduction Service No. ED 098 656)

See Section IV.

Gallup, G. The Third Annual Survey of the Public's Attitude Toward The Public Schools, 1971. Phi Delta Kappan, September 1971, 53, 33-48.

This survey, conducted in April 1971, found that the major problem in education, according to the public, was financing schools. (The major problem in the 1969 and 1970 surveys was discipline in the schools.) The second-biggest problem was the integration/segregation issue, and in third place was the discipline problem. People felt that the schools' best advantage was the teachers. Other issues examined were: ways to cut costs, performance contracts between parents and schools, voucher systems. Eighty per cent thought it was a good idea for parents to attend one evening class per month to find out what they could do at home for their children's education.

Kleine, P. F., Nystrand, R. O., and Bridges, E. M. Citizen Views of Big City Schools. Theory Into Practice, 1969, 8, 223-228.

This article reports data from studies of knowledge and attitudes of citizens in Cincinnati and Columbus, Ohio, about their schools, and emphasizes the implications for improving home-school relationships. Answers to three questions were sought in the studies: (1) how well informed are citizens about their schools? (2) how does the public learn about schools? (3) what attitudes do citizens hold

toward their schools? Data from questionnaires and a series of case studies showed that: citizens are poorly informed on system-wide policies (e.g., teacher salaries, school expenditures, name of school superintendent) and little, if any, more informed about neighborhood school affairs; children in school are the most frequent source of school information; and attitudes toward school personnel are very positive. The author notes the independence of parental support and amount of knowledge, and suggests that communications efforts should be concerned with discovering attitudes as well as disseminating information.

Mann, D. Public Understanding and Education Decision-Making. Educational Administration, 1974, 10, 1-18.

This interesting paper tries to answer the question, "To what extent do actual levels of public understanding approximate the model of rational citizenship?" The author gives an excellent overview of the literature, which points to the very low level of public understanding about education (as well as about all other public policy issues) and tries to explain it. This lack of knowledge, it is suggested, is often used by educators as an excuse for keeping the public out of control. The author suggests that, as administrators do not approach the rational model either, the model should be changed.

Noack, E. G. The Satisfaction of Parents With Their Community Schools as a Measure of Effectiveness of the Decentralization of a School System. Journal of Educational Research, 1972, 65, 355-356.

This study set out to answer two questions: (1) Are parents in decentralized school districts more satisfied with their schools than parents in centralized school districts? (2) Is type of school district a better indicator of satisfaction than parents, race or age? Both questions were answered affirmatively, though the author notes that a cause-effect relationship cannot be inferred from the correlation between distinct-type and parent attitudes.

Office of Research and Evaluation. Overbrook Cluster Parent Survey 1969. A Detailed Report. Philadelphia School District, Pa., 1969, p. 121. (ERIC Document Reproduction Service No. ED 031 798)

This paper reports on a household survey conducted to assess the views of parents of students in a new inner-city high school administrative district. The paper deals with: characteristics of the parents surveyed; the general attitudes towards the schools; student achievement relative to parent expectations; school facilities; curriculum; parental involvement with schools; community involvement.

Packer, A. B., & Cage, B. N. Changing Attitudes of Mothers Toward Themselves and Education. Theory Into Practice, 1972, 11, 196-201.

This paper reports a study of parents of "disadvantaged" children in The Florida Parent Education Follow Through Program. The study sought to compare parents of large cities with parents of small rural communities on: (1) The nature of the home environment and the educational expectations for the children; (2) The ways the mothers viewed themselves; and (3) The beliefs mothers had about their control over their own lives. The study concluded that urban areas scored better than rural on home environment, urban mothers had more positive self concepts than rural mothers, but rural mothers felt more in control of their lives than urban mothers.

Pallister, R., & Wilson, J. Parents' Attitudes to Education. Educational Research, 1970, 13, 56-60.

This article reports the results of a study comparing the attitudes toward education, the knowledge of the education system, and educational aspirations of a sample of working class and middle class mothers in England. The research found great differences between the two classes: working class mothers knew less about the schools, had a less positive attitude towards education, and had much lower ambitions for their children than middle-class mothers.

Raffel, J. A. Responsiveness in Urban Schools: A Study of School System Adaptation to Parental Preferences in an Urban Environment. Newark: University of Delaware, Division of Urban Affairs, June 1972, p. 346. (ERIC Document Reproduction Service No. ED 063 569)

In this study, 400 parents of children in ten elementary schools of the Boston Public School System were surveyed for their educational goals, attitudes, and beliefs. A moderate relation was found between parental preferences and school functioning with regard to educational methods, but no relation at all was found with regard to educational content. The responsiveness of schools to parental preferences was judged very limited. Non-responsiveness was found to be a function of: the inability of parents to organize for collective action, inability of principals to influence teachers, power of senior teachers to select their school, and lack of legitimacy many parents, teachers, and principals held for parental influence over teacher behavior. A widespread feeling of cynicism and lack of efficacy existed among the parents, especially black parents. A voucher system is recommended as a possible improvement of the situation.

Williams, T. M. Opinions, Attitudes and Perceptions of Parents of Children in Special Classes For The Socially Maladjusted and Emotionally Disturbed in New York City Public Schools. New York: Center For Urban Education, 1969, p. 113. (ERIC Document Reproduction Service No. ED 036 850)

The objectives of this study of parents whose children had problems adjusting to school were: (1) to determine parents' awareness of their children's enrollment and knowledge of the program's special classes; (2) to determine how parents receive program information; (3) to learn parents' observations of changes in their children's behavior; (4) to learn if the programs established closer relationships between parents and schools; and (5) to learn what changes parents would suggest. The study revealed that almost half of the placements of students in special adjustment classes were made without prior hearings or conferences, contrary to Board of Education regulations, and that almost two-thirds of the parents were at best vaguely aware of the fact that their child was in a special program at all.

II. COMMUNICATION BETWEEN PARENT AND SCHOOL

Abbott, J. L. Community Involvement: Everybody's Talking About It. National Elementary Principal, 1973, 52, 56-59.

See Section III

Anderson, C. M. et al. Administrative Strategies to Generate Community Input/Support For Improvement of the Parent-Student-Teacher Learning Bond. Ed. D. Practicum, Nova University, January 1975, pp. 111. (ERIC Document Reproduction Service No. ED 102 660)

In this study, educationally oriented strategies were introduced to overcome a "crisis of faith" between three mostly-black Chicago schools and their communities. Goals of the program were communication of information about school programs and individual involvement of parents at a grass-roots level. The effect was to produce a significant improvement in parent attitudes and participation. Strategies used to elicit community involvement and instill awareness included: The communiletter, a two-way parent-school communication; the Telephone Supportive Parent Tree; and "How-To" meetings.

Andrews, P. What Every Parent Wants To Know. Childhood Education, 1976, 52, 304-305.

The author, a teacher of six-year olds in New Mexico, writes briefly of her experience with sending "sometimes" newsletters to parents. The newsletters seemed to improve interaction between parents and schools. Several sample newsletters are included in the article.

Bank, I. M., & Brooks, L. Elementary Counselors Implement the Parent Principle. Elementary School Guidance and Counseling Journal, 1971, 5, 273-280.

This article reports on a parent-discussion series for two Detroit elementary schools, in which the elementary school counselors served as links between school and community. Meetings were held

on such topics as developmental needs of children, efficient management of time, and realities of today's educational system.

Bittle, R. G. Improving Parent-Teacher Communication Through Recorded Telephone Messages. Journal of Educational Research, 1975, 69, 87-95.

This study conducted in a first-grade class in Illinois, found the telephone to be a valuable communication device for parents and teachers. Teachers daily recorded messages, including homework assignments, class activities, and general school information. The taped messages could be accessed by telephone at any hour. Three conclusions were reached: (1) Parents really did use the system; (2) There were beneficial effects on learning (spelling was improved for all the children); (3) The inclusion of non-academic information was valuable (parents complied with instructions to return the class-trip permission slip). The possibility of bringing about less personal communication with the teacher the child was noted as a potential problem of the system.

Bridge, R. G. Parent Participation in School Innovations. Teacher's College Record, 1976, 77, 366-384.

See Section IV

Campbell, V. N. The Televote System For Civic Communication: First Demonstration and Evaluation. Final Report, 1974, p. 57. (ERIC Document Reproduction Service No. ED 095 896)

This is a report on a televote system to aid two-way communication between public officials and constituents which was demonstrated in the San Jose Unified School District. Goals were to: (1) provide citizens and officials information on community problems; (2) provide civic planners with knowledge of public opinions so they could be responsive to these opinions; and (3) offer citizens effective roles in civic and school planning. The system was evaluated favorably, and the report recommends that it be continued and improved.

Campbell, V. N., and Gonzales, L. G. The Televote System For Civic Communication: First Demonstration and Evaluation: Appendices. Final Report, 1974, p. 74. (ERIC Document Reproduction Service No. ED 095 897)

Appendices to above report include: televote topics, registration form samples, diagram of televote equipment system, and other pertinent data needed for the report.

Dobsen, R. L. and Shelton, J. E. Family Involvement-Communication System (FICS); FICS: An Expended View of Counselor Consultation: Native American Family Involvement-Communication System (NAFICS) (A Series), Oklahoma State University, College of Education, 1972, p. 34. (ERIC Document Reproduction Service No. ED 075 750)

See Section III

Duncan, L. W. Parent-Counselor Conferences Make a Difference, St. Petersburg Junior College, Florida, 1969, p. 17. (ERIC Document Reproduction Service No. Ed 031 743)

The aim of this study was to measure the effect of establishment of a parent-counselor relationship prior to a child's entrance into junior high school on the child's adjustment to school and on parent-child communication. Parents in the experimental group had a one-hour individual conference with the school counselor before the beginning of their child's first year of junior high school. The program produced significant increases in additional parental contact with the school and in student attendance. Decreases were noted in the drop-out rate and in the number of disciplinary referrals. A trend toward increased parent-child communication was found.

Evans, E. Orienting Junior High Parents. Personnel and Guidance Journal, 1973, 51, 729-32.

The article describes a program in Minnesota, in which guidance counselors met with small groups of parents of entering seventh-graders. The counselors answered questions, supplied general information, and otherwise attempted to alleviate parental anxieties about junior high school.

Fedderson, J. Establishing an Effective Parent-Teacher Communication System. Childhood Education, 1972, 49, 75-79.

This article discusses ways of communicating to parents (notices, letters, and, most effectively, newsletters which include a column written by parents) and communication with parents through conferences between parent and teacher.

Florence-Firestone Project, Final Report. Building Communication Skills: Home-School-Community. Los Angeles, Los Angeles United School District, 1972. (ERIC Document Reproduction Service No. ED 075-689)

The Florence-Firestone neighborhood of Los Angeles is largely a Mexican-American community. Parents in this community had difficulty in communicating with their children's schools because of the language barrier: many spoke only Spanish, and others were unfamiliar with special school-related terminology. This report details a project which ran classes in English as a Second Language for these parents. Seventy special lessons in home-school-community communication skills were developed and are included in the report. Positive results were achieved: parents attended various school meetings; individual counseling of students was successful; activities for the community were begun at the schools; everyone involved had a positive opinion of the project.

Herman, J. J. Communications: The Systems Are All Go. Clearing House, 1972, 46, 370-375.

This article describes an extensive system of school-community communications in The Lewiston-Porter School District in New York State. Communications begin with attitude surveys. When a feeling of inadequacy is identified, an action committee of staffs, students, and citizens is organized. Other methods used include a speaker's bureau to create dialogue in the community; a rumor clinic to clear up misunderstandings; citizen subcommittees to the school board and to the superintendent; and a system of service awards to recognize individuals who give assistance. Other communication devices are also listed.

Marion, M. C. Create a Parent-Space -- A Place to Stop, Look and Read. Young Children, 1973, 28, 221-224.

This article suggests setting aside a room, or corner in the school where parents are welcome to visit at any time. The parent-space can be: (1) an information center; (2) a way to introduce parents to school activities which can be carried on in the home; (3) a follow-up to parent meetings or study groups; (4) a place to respond to requests for information on specific subjects; and (5) a place to post information on classroom activities, and community events for children.

Mauch, J. E. Breaking Tradition Forges School-Community Ties. Phi Delta Kappan, 1969, 50, 270-274.

This article reports on imaginative uses of money from Title I of the Elementary and Secondary Education Act, such as "school-community coordinators" programs, college student aides, community-teacher aides, bilingual aides projects to show parents how to teach their children, and a new library. Title I workshops in Chicago and St. Louis explain to parents what schools expect from children.

Murray, A. Parent Power in the Schools. Chelmsford, Mass: Merrimack Education Center, 1974, 60 pp. (ERIC Document Reproduction Service No. ED 102 475).

This paper concerns home-school communications and parent volunteer programs. Part 1 discusses the development of parent leadership through the Parent Advisory Council (PAC). Part 2 contains suggestions for educating and communicating with parents, such as newsletters, hardbooks, parent information center mobiles, slide-tapes, programs for parents (such as back-to-school night, coffee hours, parent curriculum workshops), and publicity in newspapers. Step-by-step instructions and samples are included. Part 3 concerns volunteering in the schools, and Part 4 discusses fund-raising activities.

National Education Association, Washington, D.C. Open House in Your School: A Guide to Planning and Conducting an Effective School Open House, 1973, 23pp. (ERIC Document Reproduction Service No. ED 095 651).

The open house as a means of acquainting a community with its schools is discussed. The open house can encourage and strengthen school-community cooperation; increase public understanding of education, explain the school program, and reveal needs, achievements, and problems.

Preusch, D. (ed.) Public Relations Gold Mine, Volume 9. Washington, D.C.: National School Public Relations Association, 1967. 63 pp. (ERIC Document Reproduction Service No. ED 025 845).

This collection of nineteen articles presents an overview of ideas dealing with school public relations. Topics include: planning and use of press conferences; interpretation of voting on school finance issues; making schools responsive to community needs; P.R. for innovative programs; the role of the teacher in public relations; and parent conferences.

Samuels, S. C. Johnny's Mother Isn't Interested. Today's Education, 1973, 62 n2, 36-38.

This article, like many others, preaches the importance of parent-teacher conferences. One interesting suggestion is an "open room" in the school, where parents can drop in any time to visit and talk with school personnel.

Schaub, D.W. Lesson in Communication: Kanawha County West Virginia. Education Digest, 1975, 41, 2-5.

This article discusses a clash over the selection of textbooks in a West Virginia school district, and the aftermath which leaves it trying to improve communications.

Williams, T. R. Urban Schools and External Communications. Administrator's Notebook, Jan. 1969, 17, 1-4.

This article argues that "school-community communications," originally conceived as a two-way dialogue, has been reduced to "public relations," and that the inability of public relations strategies to cope with post-1960's needs has led to external-communications breakdown. Three antecedent conditions to such breakdown are described: (1) factors related to the image of the school which is created by P.R. emphasis; (2) problems related to a lack of specific information about the school, leading to a feeling of alienation; and (3) factors related to the inaction of school administrators, who must take decisions to a higher level of bureaucracy, even in supposedly "decentralized" schools.

III. PARENT INVOLVEMENT IN EDUCATION

Abbott, J. L. Community Involvement: Everybody's Talking About It. National Elementary Principal, 1973, 52, 56-59.

In this article, a principal writes about his North Dakota elementary school's experience with community participation. He stresses a balance between activities that inform (e.g., sending all parents a "Helpbook" of information) and activities that involve (e.g., parents as a resource in the classroom). Many nice ways to involve parents in the classroom and ways to promote home-school contact are suggested.

Anderson, C. M. et al. Administrative Strategies to Generate Community Input/Support for Improvement of the Parent-Student-Teacher Learning Bond. Ed. D. Practicum, Nova University, January 1975, pp. 111. (ERIC Document Reproduction Service No. ED 102 660).

See Section II

Anselmo, S. Parent Involvement in the Schools. Clearing House, March 1977, 50, 297-9.

This rather negative view of parent participation points out that, although there are many articles on parent involvement, the majority are descriptive, not analytical, and there are very few systematic evaluations of programs. The author suggests that evidence from Head Start and other pre-school programs has produced a "halo effect" on parent involvement. Various approaches to parent involvement are discussed, and their problems pointed out.

Bank, I. M., and Brooks, L. Elementary Counselors Implement the "Parent Principle." Elementary School Guidance and Counseling Journal, 1971 5, 273-280.

See Section II

Bauch, J. P., Vietze, P. M. and Morris, V. I What Makes the Difference in Parental Participation? Childhood Education, 1973, 50, 47-53.

This comparison study of five Head Start centers asks what factors are most influential in the degree of parent participation in early childhood education. Variables included size of center, availability of baby sitting and transportation services; staff satisfaction with the program; and parent satisfaction. Data suggests that size of the center is the most important factor -- smaller centers have more parent participation. The author goes on to identify and discuss three general forms of parent participation: (1) with the sole purpose of helping parents teach their children; (2) for the mutual benefit of parents and schools; and (3) for the purpose of additional support to the school structure from parents.

Berlin, R. and Berlin, I. N. School's Training of Parents to be Effective Teachers of Their Own and Other Nonlearning Children, 1973, 16pp. (ERIC Document Reproduction Services No. ED 099 110).

Parent involvement on a nation-wide basis is suggested as a possible way of reversing the recent trend toward nonlearning and early failure among young children. Three small programs are described: (1) a program of educational games to help parents teach their preschoolers; (2) a program of learning games for parents of economically disadvantaged second-graders to use to increase reading achievement; and (3) a program in which parents of "problem" children became active in their children's classrooms. Increased parental interest in the children's abilities and progress was noted.

Cooke, T. P. and Apolloni, T. Parental Involvement in the Schools: Ten Postulates of Justification. Education, 1975, 96 n.2, 168-9.

This article purports to present ten "postulates" which support and justify the recent trend of parental participation in the schools. The authors hope that the educational program will be restructured so that parent participation will have a definite place. The postulates include: parents are a partial solution to the shortage of dedicated paraprofessionals; parents have been shown to share their knowledge with fellow parents; parents are morally and legally responsible for their children.

Dobson, R. L. and Shelton, J. E. Family Involvement-Communication System (FICS); FICS: An Expanded View of Counselor Consultation: Native American Family Involvement Communication System (NAFICS) (A Series). Oklahoma State University, College of Education, 1972. 34 pp. (FRIC Document Reproduction Service No. ED 075 750).

This paper proposes a multi-faceted program to involve the family in the school experience. Emphasis is on an open system, with a human an interactive approach as opposed to a public relations approach. Components of both the FICS and NAFICS models include an FICS coordinator; community center, parent study groups; a home visitation-communication specialist; a parent room; parent handbooks, educational TV; an ombudsman (liaison between school and community); and a family advisory board. The program provides training and experiences for teachers, principals, parents, and graduate students in involvement and communication skills. It is designed as an ongoing program, to be continued by those trained during the initial period of operation. Special emphasis is placed on the elementary school counselor as the ideal person to coordinate a new approach to consulting services.

Dobson, Russell , and Dobson, Judith Shelton. Parental and Community Involvement in Education and Teacher Education, 1975. 81 pp. (ERIC Document Reproduction Service No. ED 100 833).

This article gives: (1) a brief historical overview of parent and community involvement in education and (2) an extensive review of the literature including various topics on community involvement, on higher education involvement, and on parent involvement (the last covering levels of such involvement, a model, parental participation and attitudes, cultural identify, guides for implementation). The authors state that research indicates that children's achievement tends to increase when their parents . . ."are actively involved in the process of education."

Fantini, M. D. Community Participation: Many Faces, Many Directions. Educational Leadership, 1972, 29, 674-80.

This article gives a general discussion of various purposes and goals of community participation (participation for public relations, for institutional support, for community service, for "crisis resolution," and for accountability and school governance). Family or individual decision making is considered most perferable (e.g., a voucher system).

Fantini, M. D. Community Participation: Present and Future Patterns. Journal of Education, 1976, 158, n3, 17-30.

This article argues that while both lay and school persons believe in community participation, they are divided as to the means for its implementation. The author categorizes various patterns of participation and indicates for each the degree of acceptance by school personnel and by citizens. Patterns of participation include: public relations, instructional support, community service, crisis resolution, accountability and school governance, consumer lobbies for education, and litigation with the consumer as plaintiff.

Greenwood, G. E. Breivogel, W. F. and Bessent, H. Some Promising Approaches to Parental Involvement. Theory Into Practice, 1972, II, 183-89.

This article examines the Florida Follow Through Program in terms of five defined levels of parent involvement: (1) audience; (2) teacher of the child: home visits in the program seemed successful; (3) volunteer: a substantial number of parents made visits to the schools and/or had talks with principals; (4) trained worker: workshops in which parents were trained to become parent-educators produced gains in self-esteem of the participants; (5) participants in decision-making: The Policy Advisory Committee (PAC) was the governing body for Follow Through. Its success varied greatly in the eleven communities in the program.

Grotberg, E. H. Review of Research 1965-1969. Washington, D.C.: Office of Economic Opportunity, June 1969. 58 pp. (ERIC Document Reproduction Service No. ED 028 308).

This paper reviews research and demonstration projects supported by The Research and Evaluation Office (established as an integral part of Project Head Start). It reports research on: sub-population characteristics; demonstration programs; teacher characteristics; Head Start and the community; follow-up of Head Start children; and parent participation in Head Start programs. Research on parent participation showed: parents generally approved of Head Start; level of parental involvement varied greatly; children of parents who had a high level of participation performed better on tests of achievement and development; and parents who duplicated at home the special learning activities of the classroom and who were trained in the teaching techniques enhanced the learning of their children.

Guernsey, J. Parents and Grandparents Come To School. 1969, 83, 71-72.

This is another article recommending bringing adults into the classroom to teach their own specialties or otherwise help the school. It also recommends more involvement of senior citizens.

Jones, E. Involving Parents in Children's Learning. Childhood Education, 1970, 47, 126-130.

This article on Home-Visiting discusses the rationale for home visits, and reports on a study in which 20 teachers of young children made weekly home visits to disadvantaged families with the stated goal of enriching the child's home learning environment. The author claims that for non-middle class parents, the school is too foreign a setting; parent-teacher conferences are seen as uncomfortable and are often avoided. Home visits permit the parent to remain on familiar territory and in control. The real goal should not only be to try to change parents, as in most compensatory education programs; it should also be to try to get the school to understand and accept the validity of different life styles, and change schools accordingly.

McWhirter, J. J., & Cabanski, C. Influencing the Child: A Program for Parents. Elementary School Guidance and Counseling Journal, 1973, pp. 26-31.

This article describes a private school in Arizona for learning disabled children which instituted a Parent Program. Over 75% of the parents participated in some phase of the four-part program, which included: (1) individual contacts; (2) The Parents' Aid Program (which involved parents in visits to the school); (3) educational groups (where parents learned about learning disabilities, behavior modification, personality functioning, etc.); and (4) counseling groups (where parents discussed problems they had with their children).

Marcovich, S. J. Waiting in the Window for Teacher. American Education, 1975, 11, 9-12.

Educators in Superior, Wisconsin, seeking to interest parents in their children's learning, set up a "kitchen-table" education system. Teachers went to the homes of preschoolers, in order to determine individual needs of potential problem-children; set up kindergarten readiness; and teach parents how and what to teach their children.

Mauch, J. E. Breaking Tradition Forges School-Community Ties. Phi Delta Kappan, 1969, 50, 270-274.

See Section II.

Murray, A. Parent Power in the Schools. Chelmsford, Mass.: Merrimack Education Center, 1974. 60 pp. (ERIC Document Reproduction Service No. ED 102 475)

See Section II.

National Education Association. Parent Involvement: A Key to Better Schools. Washington, D. C.: National Education Association, 1972. Stock #054-11608. 64 pp. (ERIC Document Reproduction Service No. ED 097 601)

This government manual on parent programs at the elementary level includes chapters on teacher planning for parent involvement, implementation and evaluation of programs, and suggested activities for involving parents in the schools.

Nelson, R. G., and Bloom, J. W. Issues and Dialogue: Building Parent Involvement. Elementary School Guidance and Counseling, 1973, 8, 43-49.

This article discusses viewing parents as a resource pool of talent. Many ways parents can volunteer in schools are suggested.

Safran, D. Preparing Teachers for Parent Involvement, 1974, 28 pp. (ERIC Document Reproduction Service No. ED 104 543).

This paper attempts to answer five questions: (1) Why should parents be involved in the formal education of their children? (2) Why should teachers be trained to involve parents? (3) What competencies do teachers need for working with parents? (4) How can teachers be helped to achieve these competencies? (5) How can schools of education be enabled to prepare teachers for parent involvement? The author concludes that teachers who work with parents must accept and respect the parents and community of the children they teach.

Schaefer, E. S. Toward a Revolution in Education: A Perspective from Child Development Research. National Elementary Principal, 1971, 51, 18-25.

This article summarizes recent early childhood education research, which mostly points to the importance of early and continued intellectual stimulation for the child, and which finds the home environment the most important factor in a child's development. The author uses this research to support a philosophy of education through "life-time and life-space", in which everyone is both student and teacher, and suggests several models of education.

Task Force on Parent Participation. Parents as Partners in Department Programs for Children and Youth. A Report to the Secretary of the Department of Health, Education, and Welfare. Washington, D. C.: The Task Force, 1968. p. 65. (ERIC Document Reproduction Service No. ED 050 185)

The Task Force recommended that the Department of Health, Education, and Welfare sponsor and promote increased participation of parents in all programs that serve children and youth and/or the parents themselves, and which receive Federal aid from this department.

U. S. Department of Health, Education, and Welfare, Office of Education. Meeting Parents Halfway: A Guide for Schools, 1970, p. 33. (ERIC Document Reproduction Service No. ED 044 630)

This paper discusses The Parents Enrich Program (PEP) developed in the Spokane, Washington School District as part of a project funded by Title I of E. S. E. A. PEP was designed to improve parent-teacher attitudes in an urban school district as a preliminary step toward involving parents in their children's education. Parents were involved in direct support of the educational program and in extracurricular activities. (The paper lists suggested activities.) Responses to a questionnaire showed school personnel gaining parent support as a result of the program.

U. S. Department of Health, Education, and Welfare, Office of Education. Parental Involvement in Title I E. S. E. A., 1972, p. 18 (ERIC Document Reporduction Service No. ED 066 684)

Title I of the Elementary and Secondary Education Act was passed in 1965, to improve the educational opportunities of

educationally deprived children. Parental involvement became a legal requirement for Title I in 1970. This manual, written as a guide for local and state officials charged with implementing the provisions of Tiele I, describes the rationale behind the parental involvement requirements, the history of parental involvement in Title I, and the logistics of starting a parent council.

Zakariya, S. B. What Schools Are Doing For Families. National Elementary Principal, 1976, 55, 59-61.

This article describes various programs in which schools serve as centers for family social services other than education.

IV. COMMUNITY INVOLVEMENT IN SCHOOL DECISION-MAKING AND PLANNING

Blumenberg, E. and Marmion, W. Behind The Headlines: The School-Community Council Movement in Long Beach. Thrust For Education Leadership, 1973, 2, 43-48.

This article describes the Advisory Council movement in the Long Beach Unified School District, a California School district moving toward decentralization. The Advisory Council aims for community involvement rather than control. The local school principal is the key to the success or failure of the council. The article describes steering committee meetings, staff development sessions, and other points of the program in detail. The need for feedback and evaluation is discussed. The Council is highly recommended as a reciprocal communication process.

Bridge, R. G. Parent Participation in School Innovations. Teachers College Record, 1976, 77, 366-384.

This paper examines the role parents play in the implementation of change at the district level. The author discusses the circumstances under which parents should be involved in goal-setting and school decision-making, the kinds of issues that concern parents, and the strategies by which schools can draw out informed parents who can participate effectively in local school innovations. The article notes that a Gallup poll reported that 64% of parents want more information on their children's schools, especially about curriculum. The author lists six possible explanations for the imperfections in parents' information about schools and suggests some potential actions.

Bridge, R. G. Parental Decision Making in an Education Voucher System, 1974, p. 32. (ERIC Document Reproduction Service No. ED 098 656)

This paper examines the parental decision making process in the educational voucher experiment in the Alum Rock school system in California. The author found support for the voucher model premise that parents want to influence school decisions and that the use of vouchers will increase parental interest in school decision making. At the onset of the experiment, the educationally disadvantaged had the least knowledge of voucher opportunities and policies. As the demonstration progressed, awareness increased, although non-English speaking Mexican-Americans continued to be the least aware of the opportunities.

Burges, R. Rx For School Governance. Journal of Education, 1977, 159, 43-67.

This author claims that the major problem in American education is the lack of citizen participation in school governance, symptomatic of the generally low, but increasing rate of active citizenship in American politics. It is argued that in education, citizen participation can make a difference, but has been discouraged by school administrators, school boards, and teacher organizations who are not willing to share control. An extensive review of the literature documents and explains the problems of a closed system. Measures toward change are proposed.

Cramer, H. L. and Wehking, R. J. Charretting The Planning Process. Chicago: Department of Facilities Planning, Chicago Board of Education, 1973, p. 25. (ERIC No. ED 084 681)

This paper discusses three case studies to illustrate the charrette, a technique using large numbers of people who are required to give undivided attention to a task within a limited amount of time. The charrette has been used successfully to gain community involvement in planning processes.

Des Jardins, C. How To Organize an Effective Parent Group and Move Bureaucracies, Coordinating Council for Handicapped Children, Chicago, Illinois, 1971, p. 99. (ERIC Document Reproduction Service No. ED 097 967)

This booklet for parents of handicapped children contains suggestions for choosing effective leaders, lobbying, using various media, setting up classes in public schools, starting private schools, and otherwise organizing parents to move bureaucracies to provide better services for their children.

Deshler, B., and Erlich, J. L. Citizen Involvement: Evolution in The Revolution. Phi Delta Kappan, 1972, 54, 173-75.

This article advocates the following principles for citizen involvement: (1) public accountability and control of education; (2) importance of the decision-making processes, (3) raised expectations; and (4) socialization — involvement of the community in the life of the school. The Detroit public schools are cited as an example of citizen involvement in a large urban system, mandated by the state legislature.

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Fantini, M. D. Community Participation: Many Faces, Many Directions. Educational Leadership, 1972, 29, 674-680.

See Section III.

Folz, E. An Informed Public: Its Rights to Information and Its Claim for Involvement in Influencing Management Decision Making in Collective Bargaining. School Negotiations in The Mid-Seventies: Proceedings of the Annual Convention of The Association of Educational Negotiators, 1976, p. 27-30. (ERIC Document Reproduction Service No. ED 125 055)

This paper discusses the public's right to know how its school board members are governing the school. The author claims that the tendency of some educators to look down on citizens who show interest in educational governance is harmful both to the community and to education. School boards should trust the news media and the public to accurately represent and assimilate the facts, and should make more information on collective bargaining sessions available to the community.

Gittell, M. Critique of The Citizen Participation Movement in Education. Journal of Education, 1977, 159, 7-22.

This author believes that mere administrative decentralization is now enough; true political decentralization is needed. The article reviews the state of citizen participation pessimistically and calls for government intervention. As education is a state responsibility, the state must guarantee community involvement. The author suggests we institutionalize citizen participation.

Green, D. The Involvement of the Public in Education: A Major Development. Education Canada, 1975, 15, 4-9.

The author, who is director of education of the Toronto Board of Education, details ways in which the public has been involved in his school board's decisions.

Greenwood, G. E., Breivogel, W. F., & Bessert, H. Some Promising Approaches to Parental Involvement. Theory Into Practice, 1972, 11, 183-189.

See Section III.

Holt, James. Involving The Users In School Planning. School Review, 1974, 82, 706-730.

This article gives an overview of community-staff planning processes. It discusses strengths and weaknesses of community involvement, and discusses planning techniques such as the Charrette system, the Delphi Technique, and mobilization of community feelings.

Jackson, B. An Informed Public: Its Rights to Information and Its Claim for Involvement in Influencing Management Decision Making In Collective Bargaining. School Negotiations in the Mid-Seventies: Proceedings of the Annual Convention of the Association of Educational Negotiators, 1976, P. 31-36. (ERIC Document Reproduction Service No. ED 125 055)

This author believes that the public has a right and responsibility to be well-informed on how its schools are run, and that board members must learn to share their decision making power with the community. The paper argues that community participation will eventually become a component of the collective bargaining process, but that the first efforts of the schools will be directed toward community involvement in decision making and in actual school operations.

Kamann, R. The Case For Making Each School in Your District Different-and Letting Parents Choose the One That's Best For Their Child. American School Board Journal, 1972, 159, 37-38.

This author believes that families should be able to choose their educators, as they choose their doctors and other professionals. Three family choice plans are suggested: (1) Full Implementation--The school board surveys parental goals and educational values and develops several distinct programs at various schools, structured around family interests. Each school has its own budget, under teacher control with parent recommendations. Several programs can exist within a school. Parents and children pick a program most suited to their needs. (2) Autonomous School--This plan preserves the building-principal form of administration. Each school develops a single program; parents pick a school. (3) Choice within the neighborhood school--Teams of teachers create mini-schools within schools.

Pomfret, A. Involving Parents in Schools: Toward Developing a Social-Interaction Technology. Interchange, 1972, 3, 114-130.

This article places emphasis on public elementary schools in lower socio-economic areas. The author suggests direct parental involvement in student learning and in school policy formation as a very effective means of increasing student achievement. As re-defined parent roles necessitate changes in roles throughout the school organization, the article suggests organization development (OD) training for parents as a strategy to minimize barriers to change in both cultures.

Wilcox, P. Parental Decision Making: An Educational Necessity. Theory Into Practice, 1972, II, 178-182.

This article describes the AFRAM Parent Implementation Educational Model. The philosophy behind the model is that parents/families have a natural right/responsibility to guard the rights of their children to be treated as human and educable, as members of a family and members of a community; that disadvantaged families especially have this responsibility; and that the community, not the school, should define the family.

Wiles, D. K. Community Participation Demands and Local School Response in the Urban Environment. Education and Urban Society, 1974, 6, 451-468.

This study explored possible options of educational governance at the local school level under existing conditions, in 187 schools. Three conclusions were reached: (1) local schools are closed systems of professional decision-making. (2) There were three concepts of local school-community participation: in the majority of schools, participation was viewed as a means to legitimize existing professional policy; in others, where citizens were antagonistic but not in control, they were seen as attackers to be guarded against; in others, participants form a political alliance for the principal to counteract the existing structure. (3) A true balance of institutional governance demands and the various needs of the community is probably not possible. The author suggests two options: laiss-faire approach, or alliance with students and community.

Wolf, W.C. Community Involvement: An Unattainable Aspiration? National Elementary Principal, 1976, 55 30-32.

This author conjectures that today's typical community members will not become meaningfully involved in educational planning, and that those who do participate are usually not representative of the community.

V. LEGAL ISSUES

Chamberlain, M. The Handicapped Child's Right to on Education: A Handbook, 1974, 208(Eric Document Reproduction Service No. ED 095 680)

This handbook contains information on the right to education laws in New Hampshire as they pertain to handicapped children. The child's right to an education and suitable transportation, the need to inform the school of the child's special needs, and the parent's right to a hearing on the child's special placement are discussed.

Lincoln, E.A. Student Suspensions and The Law. Some Tips for Parents. Crisis, 1976, v.83 or 4 120-121.

This article discusses the case Goss v. Lopez, in which the Supreme Court ruled that schools must give notice of reason for a student's suspension and must give the student a hearing if he denies the charges. The author points out the tremendous number of suspensions each year, especially in the inner city schools, and recommends that parents: (1) obtain a copy of their school's code of conduct and make sure that officials do not violate their own rules about suspensensions; (2) request the official to state in writting the specific charge against their child, and challenge it if it seems unreasonable; (3) make sure the school has several ways of reaching them so that they can be notified of suspensions; and (4) find out immediately the exact dates of suspension and return.

Department of Health, Education and Welfare, Washington, D.C. Office of The Secretary. Privacy Rights of Parents and Students, 1975, 11 (Eric Document Reproduction Service No. ED 099 993)

This portion of the"Federal Register" states the rights of parents to see official school records, to a hearing to challenge such records, and to be notified that those rights exist.

VI FOR FURTHER INFORMATION ...

Canadian Teachers' Federation, (Ottawa) Ontario. Research Division. Parent Involvement in School Programs, Bibliographies in Education, No. 18, 1971, 33 (Eric Document Reproduction Service No. ED 054 270).

This bibliography lists hundreds of articles, theses, and books relating to parent involvement, which were written between 1965 and 1970.